

IEP Meeting Agenda

1. Introduction of IEP Team participants
2. Statement of Purpose for the Conference
3. Review of Procedural Safeguards, Rights and Responsibilities
4. Determination of Eligibility for Special Education (or review relevant data from most recent eligibility determination conference.)
5. Information to be Considered
 - Parent/Family Report
 - Student's Strengths
 - Student's Interests
 - Progress Reports, Assessment and Evaluation Results
 - Behavior Considerations
 - Other
6. Identification of Student Needs
 - Specialized areas of instruction
 - Annual goals/quarterly benchmarks
 - Accommodations
 - Modifications to the general education curriculum
 - Related Services
 - Promotion/grading standards
 - Determine LRE Placement
7. Review /Summary of recommendations
 - Questions
 - Finalize Recommendations by Consensus
8. Plan for Follow-up Activities
 - Identify activities to be completed before next IEP conference
 - Anticipate date and purpose of the next meeting
9. Distribute copies of the IEP documents

IEP Meeting Sequence

- The case manager, or IEP Team chairperson, starts the meeting with the introduction of all participants. The chairperson of the meeting may request that the IEP team members introduce themselves and provide a brief description of their roles in the conference. At a minimum, IEP team members required by the IDEA include:
 - the parent;
 - at least one general education teacher of the student;
 - at least one special education teacher or related service provider;
 - an individual who can interpret the instructional implications of the evaluation results;
 - one representative of the LEA who is qualified to supervise the provision of SPED services and is knowledgeable about the general curriculum and available resources, and is authorized to commit resources; and
 - the student, whenever appropriate.
- A statement about the purpose of the IEP conference and the agenda should be shared with each participant. The time participants have available for the conference should be confirmed and an additional meeting scheduled, if needed, to complete the agenda.
- Procedural safeguards should be reviewed if they have not been sent to the parent prior to the conference. Questions should be invited regarding procedural safeguards.
- The parent and/or student should have an opportunity to share their expectations and vision of the student's future, including short-term and long-term issues.
- Eligibility determination, initial or reevaluation, should be presented. At this point, a profile of the student's functioning, including current levels of performance should be developed. A discussion should then take place regarding characteristics exhibited by the student that support the identification of a disability and a determination of whether there is or continues to be an adverse impact on the student's educational performance. This information should be communicated in clear, concise language without the use of professional jargon.
- The educational needs of the student should then be discussed and documented. Resources will be identified that are needed to provide specialized instruction necessary for the student to reach annual goals in the general education curriculum. The IEP team must consider at least three options and select the least restrictive environment in which the student's IEP can be implemented.
- In concluding the IEP conference, the IEP team should (1) identify any activities that are to be completed before the next IEP conference; (2) anticipate the date and purpose of the next conference or meeting; and (3) identify strategies for ongoing communication among participants, if appropriate.
- Copy and distribute the IEP documents as appropriate, ensuring the parents receive a full copy at the conclusion of the conference.

(excerpted from *IEP Workbook: From Evaluation through Implementation*, Chicago Public Schools, Office of Specialized Services, 1998)